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ABSTRACT

This report summarizes the conclusions and insights of several hundred people who have been directly involved in the 45-15 Plan for its first two years of operation. The 45-15 Plan divides the neighborhood served by a school into four sections. Each section attends 45 school days and then takes a vacation, 15 days long. The attendance dates of the four sections are staggered so that only three-fourths of the pupils are in school at any one time. This report begins by describing how the 45-15 Plan originated and how the evaluation design was prepared. The major data collected for the evaluation included student achievement, student attitudes, community reactions, reactions of professionals, and internal administrative adjustments. Attitudes were surveyed by questionnaires and interviews. Standardized achievement tests, administered by trained testers, were used with students. The report includes conclusions and recommendations coming from the evaluation. The appendixes include samples of the forms used for evaluation and a suggested plan of action for school districts embarking on a 45-15 Plan. Related documents are ED 047 189, ED 048 524, and EA 004 840. (Pages 16 and A-1 through A-21 may reproduce poorly.) (Author/DN)

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FINAL REPORT

EVALUATION OF THE 45-15 PLAN, A YEAR-ROUND SCHOOL OPERATION OF VALLEY VIEW SCHOOL DISTRICT 96* LOCKPORT, ILLINOIS 60441

This report was submitted as partial fulfillment of a contract with the Office of the Superintendent of Public Instruction, State of Illinois, by the Valley View School District*, Lockport, Illinois, 60441 covering the period May, 1970 through June, 1972

July, 1972

OFFICE OF THE SUPERINTENDENT
OF PUBLIC INSTRUCTION,
STATE OFFICE BUILDING,
SPRINGFIELD, ILLINOIS

EA 005 054

*NOTE: Elementary District #96 and High School District #211 consolidated into Valley View School District 365U, effective July 1, 1972.

PREFACE

This report has been made possible by the interest and support of many governmental agencies and the willingness of the people in Bolingbrook, Romeoville, and the adjacent school district areas in Will County, Northeastern Illinois. The Bureau of Research, Office of Education, U.S. Department of Health, Education, and Welfare provided a grant to collect the original baseline data. The Regional Office, Chicago, of the United States Office of Education, provided a grant to do one part of the feasibility study for the 45-15 Plan. Many other agencies and private groups gave encouragement to the study.

Special acknowledgements must be given to the School Board of Valley View School District #96 for conceiving the idea for a year-round school operation, to the administration and teachers who have made the plan work, and to the parents whose children have attended school under a dramatically different schedule. Who, as recently as five years ago, would have thought it possible that a whole community would put itself on a schedule whereby only three fourths of the students are in school at any one time and the traditional summer vacation is split into four vacations, one during each season of the year.

This report summarizes the conclusions and insights of several hundred people who have been directly involved in the 45-15 Plan for two years, June 30, 1970 (the day school officially began under the 45-15 Plan) through June, 1972.

The people of the Valley View School District #96 can be proud of the historic place they have made in the story about American education.

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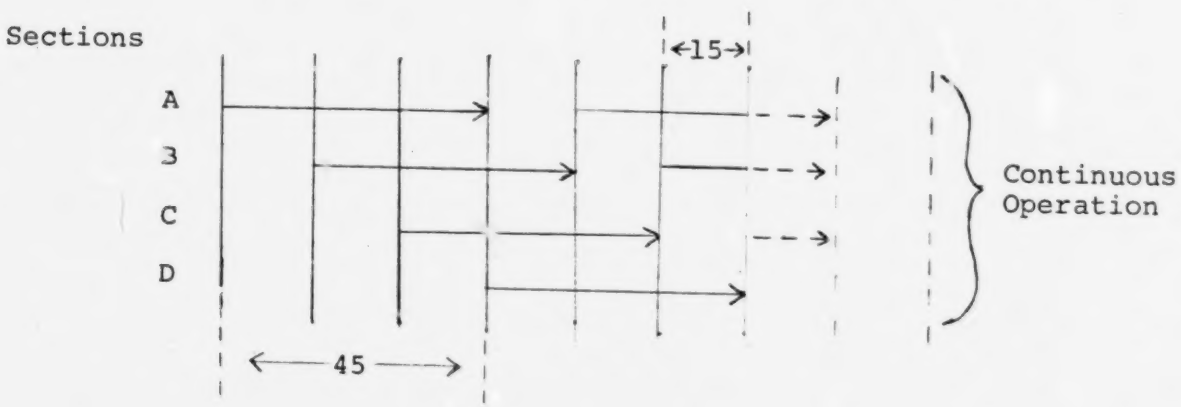
Chapter 1

GENESIS AND FRUITION OF AN IDEA

Valley View School District #96 came into existence in 1952-53 when seven, one room country schools were consolidated. 20 years later (June 30, 1972), it went out of existence when it joined the nearly coterminous high school district #211 to form a new unit (K-12) district 365U. During this ten-year period, student enrollment grew from about 100 (grade schools and high schools combined) to about 10,000. The growth resulted from the massive population shift out of Chicago into the surrounding suburbs. The growth will continue as rapidly, it now appears, for 10 to 20 years more.

The enrollment growth, of course, created school problems. Many new schools were needed. Assessed valuation behind each pupil dropped from $130,000 to less than $15,000 because houses were being built with little accompanying growth in commercial or industrial wealth. Houses were substituted for farm land as taxable wealth. Despite the residents assessing increasingly high tax rates on themselves, the legal maximum for building (indebtedness not to exceed 5% of assessed valuation) was reached. The district experimented with double sessions but parents generally reacted quite negatively to the results. The School Board asked the administration to explore various types of year-round operations. The 45-15 Plan was the plan finally recommended.

The 45-15 Plan divides the neighborhood served by a school into 4 sections. Each section attends 45 school days and then takes a vacation, 15 school days long. The attendance dates of the four sections (or "tracks" as called in Valley View) are staggered so that only three fourths of the pupils are in school at any one time. A schematic view follows. The distance between two parallel lines represents 15-school days.



Once an actual calendar was made up showing the schools open 240 days, the rest of the initial scheduling of each family was easy. The children of each family would attend a total of 180 days, made up of four quarters of 60 days. During each quarter, the children would have 45 days of school and 15 days (plus weekends and holidays) of vacation. The dividing lines between sections were made along streets. The final scheduling of pupils was more difficult and is discussed in more detail in Chapter 3-D.

Once the scheduling had been done, the families were notified. These notices had been preceded by several months of publicity by the school district through the use of seminars, news releases, informal meetings, community presentations and similar approaches. As a result there was little vehement resistence or strong objection from the community. As will be described in detail in Chapter 3-B, the community was highly accepting of the plan by the time it was ready to be put into operation.

For ease of starting, only one fourth of the pupils (one section or "track") were in attendance on the first day. Fifteen days later, the second group started; another 15 days later, the third group began. At the end of the 45 days, the first group started their vacation and the last group entered.

Valley View School District has now completed two years under the 45-15 Plan. There is no evidence that would strongly support any hypothesis about the Plan ceasing operation in the near future. Successful experience and continuing enrollment pressures seem to assure a long run for the 45-15 Plan in Valley View School District 365U. In fact, on July 31, 1972, the high school district started on the 45-15 Plan. This made it the first high school in the country to go on the 45-15 Plan.

Chapter 2

EVALUATION DESIGN

Evaluation of the 45-15 Plan was basically a pre-test, post-test design. Baseline or pre-test data were collected in May-June, 1970, repeated in 1971, and repeated again in 1972. Comparisons were then made to see if trends were developing and if any significant changes were occurring.

It was immediately apparent that the objectives of evaluation and research might be overlapping, but that they were not identical. The problem was made very clear when a priority list was checked by the school board (seven members), the top administrators (five), and outside experts (fourteen).

The outside consultants were a group of persons attending a conference on the 45-15 Plan with the objective of discussing possible research designs. The group was made up of ten faculty of a state university, three from outside of education. The other four were graduate students in education.

Table 1
Information Judged Essential to Collect
on the 45-15 Plan by Three Reference Groups

Type of Information	Valley View School Board	Valley View Administration	Outside Experts
44. Jobs and earnings of teachers on other jobs	3	2	3
19. Industries attracted because of the school district	3	2	1
2. Teacher salary schedule compared to other districts	2	5	0
4. Community recreation and amusement	2	3	4
5. Absenteeism, truancy, and delinquency	2	3	9
6. Teacher fatigue	2	5	9
8. Costs of maintenance and repair	2	4	5
10. Kinds of families moving into community	2	1	8

Table 1, Information Judged Essential to Collect...(continued)

Type of Information	Valley View School Board	Valley View Administration	Outside Experts
11. Kinds and amount of work by mothers	2	1	4
16. Costs of transportation and air conditioning	2	4	4
18. Summer absenteeism and teacher attitudes	2	4	5
22. Teacher characteristics	2	3	3
26. New teacher instructional techniques	2	2	10
30. Total cost per pupil	2	4	7
32. Characteristics of non-teaching staff and school board	2	1	1
38. Use of information about pupils by teachers	2	4	1
39. Achievement tests of alienated and gifted pupils	2	3	9
48. Teacher effectiveness	2	5	4
3. Average number of days worked by teachers	1	4	1
24. Teacher demands as expressed in negotiations	1	4	5
50. Trust between teachers and administrators	1	3	1
45. Personnel policies in district	1	3	3
12. Cost per child for teachers, other personnel	1	4	5
31. Size of class and variations	1	4	3
14. Kinds and amounts of further training	1	2	5

Table 1, Information Judged Essential to Collect...(continued)

Type of Information	Valley View School Board	Valley View Administration	Outside Experts
20. Attitudes of parents toward the schools	1	5	8
13. Loneliness felt by children during vacations	1	2	5
21. Student achievement	0	3	7
52. Functions performed by teachers and administrators	0	3	6
33. Costs of substitutes, other supportive personnel	0	5	1
7. Attitudes of students toward school	0	2	12
17. What students do during vacations	0	1	6

Table 1 shows some of the agreements and disagreements by the staff. The two major concerns of the school board (outside jobs of teachers and industries attracted) were not shared by the experts, but mildly so by the administrators. In a more general way, the board members showed concern for the impact on the community by the 45-15 Plan (Items 4, 10, 11, and 19). The board showed less concern than might be expected for the costs of the program and the impact upon the teachers, but the administrators said this was their top concern as shown in these types of items (2, 6, 8, 9, 22, 26, 30, 32, 38, 44, and 48). In contrast, the outside consultants expressed interest primarily in teacher fatigue, new instructional techniques, and total costs.

The consultants in turn expressed deep interest in some items that were of less concern to the school board or the administrators, notably the three items about student reactions--loneliness during vacations, attitude of students toward school, and use of vacation time. Both administrators and consultants shared some concern not rated as high by the school board, such as the functions performed by the teachers and administrators.

However, many items were of concern to all three groups such as absenteeism, teacher fatigue, total costs, pupil achievement, and new instructional techniques.

These findings are not presented as a basis to generalize about these three groups but to illustrate the dilemma posed for the evaluator who must choose between serving the legitimate concerns of the school board and serving a wider research community. Since the intent of the evaluation was both to serve the district and to serve a wider audience, compromises had to be made.

Surveyed two years later, the School Board continued to express concerns similar to their earlier ones, except for community support. Evidently, because of the positive feedback collected during the intervening two years, the School Board was no longer anxious about community reaction. Attention was shifted to internal concerns such as curriculum, growth, and teacher-pupil relations. However, this shift required no need to change the basic data being collected because sufficient information was already being gathered to keep the School Board informed

EVALUATION DATA COLLECTED

The major data included student achievement, student attitudes, community reactions, reactions of professionals, and internal administrative adjustments. Attitudes were surveyed by questionnaires and interviews. Standardized achievements tests, administered by trained testers, were used with students. Most information on the internal aspects of the 45-15 Plan were collected by checklists, interviews, and documents.

A. Professional Staff

A 48 item questionnaire was given once each year to all professionals within the district. The items covered both opinions and descriptive information about the 45-15 Plan and the respondents.

Generally, the opinions of the professionals showed a surprising stability over the two years of operation. Only on 11 items were the changes significant at the 5% level of confidence or higher. These changes showed an overall increase in approval of the 45-15 Plan but far more discrimination on specific items relating to the 45-15 Plan. In Table 2, the results are shown as movement toward greater agreement or disagreement with the statement.

Table 2

Changes in Opinions and Observations of the Professional Staff toward the 45-15 Plan. (1970 VS 1972)

A = More strongly agree than 2 years ago.

D = More strongly disagree than 2 years ago.

1.	The track your own children are on is the best for your family.	A
2.	Your own attitude toward the 45-15 Plan is good.	A
3.	Families have gotten used to several short vacations and most have given mild or strong support after one year.	A
4.	The families in Track A (first to enter the program) are the most negative toward the 45-15 Plan because they had to start first.	D

5. It is much harder to teach under the 45-15 Plan. D

6. Absenteeism has been much higher during the summer months. D

7. Half or more of the children return to the schools during their vacations at least once a week (libraries, extra-curricular activities, field trips). D

8. The 45-15 Plan will be in operation three years from now. A

9. There has been a greater variation in the sizes of classes under the 45-15 Plan. A

10. Taxpayers without children feel more positive toward District #96. D

11. All in all, the 45-15 Plan is the most exciting educational innovation I have ever participated in. D

Item 1 (track of own family) was answered by about 15% of the staff because most do not live in the district. But of those that do, only a couple persons objected to the attendance schedule for their own youngsters. This contrasted to much greater concern expressed prior to the beginning of the 45-15 Plan.

Item 2 showed a shift from an average of "mildly support" to a majority now stating that they "strongly support" the statement about their own attitudes about the 45-15 Plan.

On Items 3 and 4 they express the belief that families have made the necessary adjustments, without the families on one attendance schedule feeling discriminated against. Attendance grouping originally was made arbitrarily and at random by geographical area.

Item 5 is the statement that will be of great interest to parents and educators alike. In the spring of 1970, the teachers were not sure what to anticipate. The typical response was to say, in effect, "Let us wait and see." Now, the reaction is to mildly disagree with the statement. When asked for the reasons, no one pattern emerged, but dozens of different explanations were given. Some liked the added income made possible by teaching 12 months of the year without the need to seek other employment. Other cited the possibility of spreading out 180 days of employment over the 240 days which now makes up the school year.

Items 6 and 7 showed that the teachers were aware of the objective conditions of the 45-15 Plan. Absenteeism has not been higher in the summer, but in the winter as under the traditional year program. Students have seldom come back to the school during their vacations simply because there was neither space nor faculty to handle the extra people. It was because of crowded space that the 45-15 Plan was first introduced.

Item 8 indicates that after two years of experience with the Plan and with community reaction, the teachers and administrators believe the Plan is "here to stay." The shift was one of the largest, almost a whole category from a very mild agreement to a majority giving a "heartily agree" to the statement.

Item 9 is another condition that has been factually true and which the staff is very much aware of. In fact, it is safe to say that any district going on the 45-15 Plan will increase variability in classroom enrollment unless some form of multi-grading, multi-tracking (mixed attendance groups) and/or individualized instruction is also adopted. The reason is easy to see. Whenever a district were to break up the student body into four groups and kept all family members in the same attendance group, chance variations would increase the variability in size of individual class enrollments.

The reaction to item 10 is surprising, in light of reactions to other segments of the community. One would logically argue that families without children would be least affected by the Plan, while also experiencing a minor drop in taxes because of the need to build fewer buildings. When principals were asked for an explanation for this reaction of the staff, no reason was agreed upon.

The reaction to item 11 was fully expected by most outside observers and many administrators. Most, if not all educational innovation, soon becomes familiar. The "Hawthorne effect" wears off; the practice becomes institutionalized, perhaps even more quickly when well received. An additional factor is that the district is rapidly moving toward "open space" operations and team teaching. Many teachers commented that they were far more emotionally involved with these developments. However, as noted in the conclusions of this report, the 45-15 Plan probably accelerated the movement toward team teaching and open space.

One other bit of information must be noted. While the teachers on the average showed increased acceptance of the 45-15 Plan, several teachers, whose contracts were reduced in length (in the extreme case of 240 to 180 days) because of the desire to remain at one building rather than to shift to another building where longer contracts would have been possible, expressed considerable hostility throughout the questionnaire. The situation happened because of

the shift of some classes to two new buildings opening in the district and near to the homes of the children. The significance of the hostility is that these teachers were used to the year-round contract and wanted to keep it. The same resistence surely could be expected if the district were ever to propose going back to the traditional school year.

B. Community

Just as the staff has become more positive toward the 45-15 Plan, so has the community. However, in contrast to the teachers, community people have not made sharp discriminations about various features of the Plan. There is a strong halo effect - if they like the Plan, then they will say good things about all aspects of the school system. In fact, it is not clear what is cause and what is effect. There is a clear general attitude toward the school system that shades their reactions toward all of the specific items. Factor analysis showed a very high loading of this attitude on almost all of the items.

The one exception to this general trend was found in 100 families interviewed twice or three times. Those families found most negative originally continued to be so. There was not an increase in positive reactions as found in the remaining families. That these families seem to have a "floating" hostility was supported further when it was found that these families were equally rejecting of team teaching and "open space" instruction, two developments receiving considerable publicity in the school district.

The community was most positive on these features of the school system and the 45-15 Plan.

Table 3

Characteristics of the district and the 45-15 Plan most approved of by the community.

1. Avoiding over-crowded classrooms through 45-15 Plan.
2. Information about the 45-15 Plan.
3. Worth of the 45-15 Plan.
4. Efficient use of tax money.
5. Better use of vacation time.
6. Special education (shifted from a cooperative among several districts to an in-district program.)
7. Elementary instruction, especially reading.

C. Organization

Most of the information cited in this section was obtained through interviews of principals and other administrators. All of their statements can be squeezed down to one sentence: The 45-15 Plan is feasible and workable but more administrative work is required. The extra work has been caused by these needs -

1. Students must be split into four attendance tracks.

2. Teacher contracts should be made more flexible in length (as an added dividend of the 45-15 Plan), but require juggling of needs of the school and the desire of the staff.

3. Some shifting of equipment must be made every three weeks, unless instruction is multi-track (attendance tracks mixed).

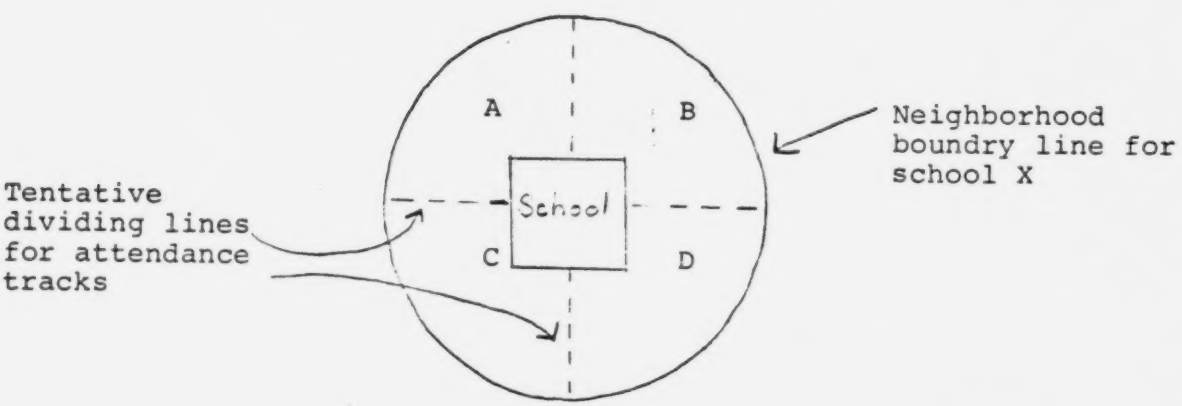
4. Transportation schedule must be changed every three weeks (though the sequence, once established is simply repeated every 60 school days.)

5. The 45-15 Plan puts pressure on the district to move toward team teaching and individualized instruction because these approaches soon become apparent to the staff as the means to solve problems 1, 2, and 3 above.

Here are three illustrations of the problems that must be solved about the assignment of pupils to attendance tracks. Start with the assumption that the neighborhood served by a school is tentatively divided into four segments as shown in Figure 1.

Figure 1

Schematic Pupil Attendance Groups



The first problem that may occur is that A may have more first graders than B, and B more second graders than A. The lines must then be redrawn to obtain a better balance. The second problem is that there may not be enough pupils in each segment to make up a full sized class. Then, school boundary lines will have to be changed, or multi-tracking or multi-grading will have to be used. The third problem is that shifts in population density will change an initially balanced pattern after a year or two.

Teacher contracts, contrary to initial expectations, have been relatively easy to handle. The biggest obstacle was a mental set about teachers needing to work September through June. If, instead, a view is adopted that there are 240 days of instruction to cover, then great flexibility exists. Teachers can easily take off a fall quarter or semester to study as they can the summer quarter. The flexibility was further enhanced when the pay schedule was reduced to a per-day chart, thereby enabling anyone to calculate the full salary by multiplying the number of days by the appropriate figure on the schedule.

Teachers and principals were initially quite concerned about necessary equipment and instructional materials that needed to be changed when a teacher was on the same vacation schedule as her pupils. When they would leave on their vacation, their classroom would be taken over by another group returning. The problem was solved by giving each teacher a large storage cabinet in which she could lock up those items that belonged to her or her classroom. Note, however, this procedure was not needed when team teaching was used. In practice, the shift caused little bother or disturbance.

Referring back to Figure 1, note that transportation would be required for only three segments at any one time. Every 15 school days, transportation would be shifted, dropping one segment and picking up another. The school district initially used a computer program to determine the shortest and most feasible routes. Subsequently, the scheduling was handled by pegging routes on wall maps. Again, as with teacher contracts, there seemed to be more of an emotional obstacle then a real obstacle.

By far the most significant problem has been the unanticipated pressures inherent in the 45-15 Plan to move toward individualized instruction, multi-graded team teaching, and open space or informal education. In early publicity, the community was told that there was no need and no intent to change the curriculum because of the 45-15 Plan, other than to continue efforts to improve it. The one exception made to that statement happened when a special task force of teachers studied the plan and recommended that there be one teaching pattern in which three teachers would work together as a "cooperative" team. However, the prime motivation for this plan was not to utilize the advantages of team teaching but to find a way to allow teachers to work 240 days a year. Thus, instead of four teachers, (180-day contracts)

and taking vacations at the same time as their students, three teachers would handle the same pupils that the four teachers would teach. At one extreme, the cooperative team could continue functioning as three separate teachers, each changing a group of youngsters every 45 school days or on the other as a true team, each diversifying his interest and specialist area.

D. Students

The most stable of all data were the reactions of students obtained through a 25 item checklist. It appears that to the students, "School is school is school". Civilization may change; 45-15 Plans may come and go; but school!

Three types of concerns were covered in the checklist. First were items that would reflect teacher fatigue and irritability, such as "My teacher is crabby." No changes were evident. Second, student reactions to school and the 45-15 Plan were sampled. Again, no changes occurred. Overall they started with somewhat negative feelings about school (similar to results on the same items in other suburban school districts) and the 45-15 Plan, and the feelings remain so. Third, they reported no changes in work habits, such as turning in assignments on time.

The most rigorous data gathering was applied to achievement testing. Samples, stratified for grade, school, sex, attendance track, and academic talent, were tested in April-May, 1970, 1971, and 1972. While significant differences were found between schools in all three samples (mostly due evidently to socio-economic differences among the populations served by each school), no significant statistical changes happened over the two year period for sub-samples (based on grade, school, sex, attendance track, and academic quartiles). Overall there were twice as many positive gains as losses and several increases approached the 5% level of statistical significance.

These results should not be interpreted as proving that the 45-15 Plan will eventually cause significant gains in achievement, but the evidence does clearly show that the 45-15 Plan has caused no significant drops in academic achievement.

E. Other

A thorough fiscal analysis has been made in a separate study by the State of Illinois and is available as a separate document:

A large amount of data has been collected by other researchers working in the school district. These are available as separate documents, such as theses written by graduate students (See bibliography.)

CONCLUSIONS AND RECOMMENDATIONS

While a tremendous amount of data is accumulating about the 45-15 Plan, it now seems clear that several conclusions can be firmly stated with little likelihood of contradictory evidence arising at least in the near future. These are:

1. The 45-15 Plan is one feasible and workable plan by which to operate a year-round school program.

2. Community and school can make the necessary adjustments to the 45-15 Plan in work and vacation patterns without building a reservoir of resentment or hostile feelings.

3. The 45-15 Plan, though superficially only a re-scheduling of the school calendar, has within it certain features that stimulate curriculum change toward team teaching and individualized instruction. This will be true especially for schools with enrollments of less than 120 per grade level.

4. The evidence on the 45-15 Plan shows that the innovation is becoming institutionalized and probably will last a long time, especially with enrollment increases and shortages of tax dollars continuing.

5. The 45-15 Plan does require certain administrative and community conditions to increase the likelihood of success.

    a. A demand for more classroom space.

    b. Careful planning on student and teacher scheduling.

    c. Community that has high level of trust in the school district.

    d. Teachers desiring more days of employment, or more relaxed employment.

The recommendations listed below are directed toward the school districts who have clearly stated they wish to <u>obtain more space</u> (for whatever reason) without adding a proportionate increase in buildings.

-Help principals work out several solutions to student scheduling, including attendance track assignments, to show them that it can be done.

-Answer all community questions in as many ways as can be created in as many different places as needed.

-Form study groups among teachers to study and recommend the most desired solutions for student and teacher scheduling. Allow maximum flexibility in teacher contracts.

-Translate all remaining concerns of teachers, students, parents, and others into an evaluation design so that they can receive periodic feedback about what is happening once the plan is underway.

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APPENDIX A

INSTRUMENTS USED IN STUDY

Questionnaire for Teachers	A-1
Questionnaire for Community People	A-5
Interview Protocol	A-9
Priority Concerns Checklist	A-17
Feedback on Interviewers	A-20
Pupil Checklist	A-22

PROFESSIONAL EVALUATION OF

THE 45-15 PLAN

May, 1972

Dear Professional:

Our school district has embarked on one of the most notable innovations in American education. We would like to have a comprehensive evaluation of the plan so far. You can help by giving as rigorous a rating as possible of each feature of the 45-15 Plan and the planning activities.

Please give a rating to each item below according to the following scale:

1= Heartily Agree
2= Midly Agree
3= Don't know or mixed reactions
4= Mildly Disagree
5= Strongly Disagree

_____ 1. The length of my contract for next year is just right. (If dissatisfied, is it too long _____ or too short _____?)

_____ 2. The track(s) I will be working with is (are) the one (s) I wanted.

_____ 3. My salary per month for next year (i.e., ignore the length of your contract) is excellent compared to salaries of surrounding districts.

_____ 4. Cooperative teaching teams are a fine arrangement. What is the prime reason for giving the rating that you do? _____
_____
_____

_____ 5. The track your own children are on is the best for your family (if you have children in school).

_____ 6. Your principal's understanding of the 45-15 Plan is good.

_____ 7. Your principal's attitude toward the 45-15 Plan is good.

_____ 8. Your own attitude toward the 45-15 Plan is good.

_____ 9. The planning done by the administrative staff other than your principal has been good.

_____10. Teachers who will be working more than the customary 184 days within a twelve-month period will become (have become) tired and worn out.

_____11. Students will do (have done) better on yearly achievement tests because of several short vacations instead of one long summer vacation.

_____12. Families have gotten used to several short vacations and most have given mild or strong support after one year.

_____13. The families in Track A are the most negative toward the 45-15 Plan because they have to start first.

_____14. A completely individualized instruction program is much easier under the 45-15 Plan. (Ignore special education classes.)

_____15. If the 45-15 Plan lasts for five years, then a higher proportion of men teachers will be employed in the district.

_____16. Elementary education should have more men teachers than presently.

_____17. It is much harder to teach under the 45-15 Plan. Please list the reasons for your rating.

a. _____
_____

b. _____
_____

c. _____
_____

_____18. Other community agencies and programs, such as park and recreation, church, and summer camp, have adjusted with little complaint to the 45-15 Plan.

_____19. Absenteeism has been much higher during the summer months.

_____20. Students have become more positive in attitudes toward school.

_____21. Building maintenance and major repair costs per month per building have gone up.

_____22. Some families have moved out of the school district because of the 45-15 Plan.

_____23. Some families have moved into the school district because of the 45-15 Plan.

_____24. Half or more of the children return to the schools during their vacations at least once a week if they are allowed to use libraries, participate in extra-curricular activities, and join field trips.

_____25. Inservice training will continue to be needed if the 45-15 Plan is to work well.

_____26. The 45-15 Plan will still be in operation three years from now.

_____27. Parental attitudes, on the average, have improved toward the school district under the 45-15 Plan.

_____28. Teacher turnover has been reduced.

_____29. Individualized instruction will be used by most or all teachers, grades K-6, in at least two subjects by 1974 in District #96.

_____30. There has been a greater variation in the sizes of classes under the 45-15 Plan.

_____31. Administrative costs per child have gone up under the 45-15 Plan as compared to similar districts operating under a traditional nine-month schedule.

_____32. Student-teacher-parent conferences have increased under the 45-15 Plan.

_____33. Costs of instructional materials and equipment <u>per child</u> per year has increased.

_____34. Building costs (debt retirement) <u>per child</u> has gone down under the 45-15 Plan.

_____35. Teachers make less use of cumulative folders under the 45-15 Plan.

_____36. Students do less homework under the 45-15 Plan.

_____37. District #96 will continue to gain national attention in the next five years.

_____38. Teacher effectiveness will decrease during the next five years under the 45-15 Plan.

_____39. Trust between teachers and students in District #96 has and will increase in the next two years.

_____40. Trust between teachers and administrators in District #96 has and will increase in the next two years.

_____41. Taxpayers without children feel more positive toward District #96.

_____42. All in all, the 45-15 Plan is the most exciting educational innovation I have ever participated in.

43. I teach or work at grade level(s) _____.

44. I am _____ am not _____ a member of a cooperative team.

45. I am a teacher _____, administrator _____, para-professional or aide _____, other professional _____.

46. I am a man _____ woman _____.

47. My age is: 20-24 _____ 25-29 _____ 30-34 _____

35-39 _____ 40-44 _____ 45-49 _____

50+ _____

48. I predict that I will _____, will not _____ be working in District #96 two years from now.

QUESTIONNAIRE FOR COMMUNITY PEOPLE

Summer, 1970

Dear Parents:

Based on your knowledge and the experiences you have had so far with the Valley View School District, please rate the following features of the school system.

5 = Excellent
4 = Good
3 = Average
2 = Poor
1 = Very poor
0 = No opinion, do not know

Rating

_____ 1. Bus schedules

_____ 2. Teachers in the elementary schools

_____ 3. Teachers in the Junior High School

_____ 4. Instructional materials

_____ 5. Elementary buildings

_____ 6. Building of West View Junior High School

_____ 7. School principals

_____ 8. Extra services such as library and special education classes

_____ 9. Efficient use of tax money

_____ 10. Information received about the Valley View 45-15 Plan

_____ 11. Worth of the Valley View 45-15 Plan

12. Will you have children enrolled in either the Valley View elementary schools or the Junior High School next year?

_____ Yes _____ No

13. Will you change your usual vacation plans because of the 45-15 Plan?

_____ Yes _____ No _____ Don't know

If "Yes," how? _____

_____

14. Can you think of anything that would change your present opinion about the 45-15 Plan?

_____ Yes _____ No

If "Yes," what might it be? _____

_____

_____

15. Do any members of your family strongly disagree with you about the worth of the 45-15 Plan?

_____ Yes _____ No _____ Don't know

16. What do you think were the major reasons for the School Board adopting the 45-15 Plan? (Check one or more.)

_____ (1) Save building costs

_____ (2) Save instructional costs

_____ (3) Save administrative costs

_____ (4) Save heating costs

_____ (5) Improve instruction

_____ (6) Raise yearly salaries of teachers who will work twelve months

_____ (7) Bring more men teachers into the school district

_____ (8) Help families to have vacations in all seasons of the year

_____ (9) Over-crowded classrooms

_____ (10) Other: _____

_____

17. Would you (if the state law were to allow it) vote for higher taxes to avoid the 45-15 Plan?

_____ Yes _____ No _____ Don't know

18. Do you believe that the 45-15 Plan will actually save money for the district?

_____ Yes _____ No _____ Don't know

19. Are you in favor of more <u>men</u> teachers in the elementary schools?

_____ Yes _____ No _____ Don't know

20. If evaluation shows that students learn more under the 45-15 Plan but no money is saved, would you then support the Plan?

_____ Yes _____ No _____ Don't know

21. If the 45-15 Plan were to save 5% on educational costs but the students were not to learn any more than under the traditional school year, would you then support the Plan?

_____ Yes _____ No _____ Don't know

22. Are you aware of any special problems your children have in school now?

_____ Yes _____ No _____ Have no children in school now

23. What occupation(s) do you hope your oldest child (whether or not he or she is in school) will go into? _____

_____

24. Is there another person (<u>not</u> an educator) in the community <u>whom you trust</u> and who knows of the disadvantages as well as the advantages of the 45-15 Plan (one who is well-informed)?

_____ Yes _____ No

<u>If you have no objection</u>, would you give the person's name and address so that he could be asked if he would grant an interview about the 45-15 Plan:

_____

(Name) (Address)

_____

(Telephone number, if known)

25. If your answer was "Yes" on Question 24, have you talked personally to this person? _____ Yes _____ No

26. How many years have you lived in the community? _____

27. Who are you?

_____ Mother
_____ Father
_____ Both Mother and Father
_____ Other _____

28. Would you be willing to be interviewed by an outside interviewer (someone not living in the community but paid for by the local school district) every six months about your ratings of the 45-15 Plan and your reasons for the ratings?

_____ Yes _____ No

If "Yes," then please give your name and address below:

_____
(Name) (Address)

_____
(Telephone)

COMMENTS: _____

_____

_____

_____

INTERVIEW PROTOCOL

1. Ask permission to tape-record. If refused, put down nearly verbatim responses but not entirely so. Do a minimum of editing. Tell them, if asked, that only people at the university under the personal direction of the project director will listen to the tape. No one in the district will know who said what. We will prepare summaries only for the school staff to use.

2. DO NOT look at the questionnaires before talking to the parents. You should not know whether they came out of the high or low group, though you may guess correctly after talking to them.

3. Use the questions as leading questions. Seek all possible elaboration when they in any way indicate they have more to say.

4. Use a separate tape cartridge for each interview, putting the code number only on the cartridge and date of interview.

5. Each of the questions must be asked even if it seems like it has already been asked.

6. Interview both parents together when possible, even if only one parent's name is on the test. However, don't postpone an interview because one parent is absent. Do tell them when calling that you would like to have both parents there if convenient for them. Record divergent or apparently irrelevant answers when given.

1. What group are you in? _____ A B C D

2. Will(do) you have any children in school this coming year?

_____ Yes _____ No

If so, what are their names, ages, and schools they are attending?

Name	Age	School

3. Please describe your vacations for the family during the last two years (length, frequency, at home or away). How long, when, where, who went, what kinds of activities, etc. This question is vital for the survey. (Get as specific information as possible.)

4. Can you say now what changes you think you must make in your vacation plans because of the 45-15 Plan?

5. What overall rating would you give to the Valley View School District (not the high school district) -- ignoring the 45-15 Plan?

(Excellent) (Good) (Average) (Poor) (Very poor)

6. Out of this list (hand them a card with items on it). pick out the two items you would give the lowest rating on.

7. Please pick the <u>two best</u> items.

_____

_____

8. Do you know any of the school board members personally?

_____ Yes _____ No

9. Have you ever talked to any of the school board members about the 45-15 Plan?

_____ Yes _____ No

If "No," would you like to? _____ If "Yes," how long ago?

_____

10. Have you ever talked to a principal or a teacher about the 45-15 Plan?

_____ Yes _____ No

If "No," would you like to? _____ If "Yes," how long ago?

_____

Did you attend any of the meetings about the 45-15 Plan? _____

11. Have you ever talked to any of your neighbors about the 45-15 Plan?

_____ Yes _____ No

If "Yes," has this helped you form an opinion? _____

In what way? _____

_____

12. Do you read most or all of the news articles on the 45-15 Plan?

_____ Yes _____ No

13. On the reverse side of the card is a list of common questions parents and taxpayers have asked about the 45-15 Plan. Are any of those questions still unanswered in your mind?

_____

_____

_____

_____

14. From what you now know about the 45-15 Plan, what is your opinion of the Plan?

/_____/_____/_____/_____/_____/

(Excellent) (Good) (Average) (Poor) (Very poor)

15. Do you believe that the 45-15 Plan will actually save money for the district?

Why? _____

_____

_____

16. If achievement tests show that students learn more under the 45-15 Plan, but no money is saved, would you then support the Plan?

_____

_____

17. If the 45-15 Plan were to save 5% on total costs to the school district but achievement tests showed that the students learned the same amount as under the traditional school year, would you then support the Plan?

_____

_____

_____

18. Do your children have any special problems in school now? (Ask even if all are in parochial school.) _____

Is the school district doing anything to help your children with these problems? _____

_____

_____

19. What is the best thing you can think of that the schools could do for (your*) children?

* Omit word if person has no children of his own.

_____

_____

_____

Are they doing it? _____

20. Should schools help all children to get better jobs?

_____

_____

_____

21. Do you want any of your children to go to college? _____

If "Yes," do you think the Valley View School District has a good program for this purpose? _____

22. How long have you lived in this community? _____

23. Did the reputation of the schools in any way influence your decision to come? _____

24. Are there any reasons you can think of why you might leave this area in the next two years? _____

25. Has (will) the 45-15 Plan caused(cause) any change in your household budget for items such as clothing, spending money, baby sitting, or food? _____

26. Will the 45-15 Plan change the times that friends and relatives will visit your family? _____ Yes _____ No

If "Yes," in what way? _____

27. Do you know personally of any family who has moved into the district or moved out because of the 45-15 Plan?

_____ Yes _____ No

28. Do you know personally of any family who will place their children into or take them out of parochial schools because of the 45-15 Plan?

_____ Yes _____ No

29. Do you have any other comments about the school district or the 45-15 Plan?

30. Here is a rating sheet for you to tell the University of Illinois whether I did a good job in my interview. If you have no objections, would you fill in the rating sheet after I leave and drop it in the mail. [See Page 67.]

What are the best and worst features of the Valley View District #96?

(Check two of each):

1. Teaching of arithmetic
2. Textbooks for arithmetic
3. Teaching of reading
4. Books for pupils to read
5. Teaching of science
6. Materials for science instruction
7. Teaching of social studies, including history
8. Materials for social studies instruction
9. Special education classes
10. Teachers for elementary classes
11. Teachers for the Junior High School classes
12. Music instruction
13. Art instruction
14. Recreational programs
15. Libraries
16. Bus schedule for last year
17. Bus schedule for next year
18. School(s) your child(ren) was(were) assigned to last year
19. School(s) your child(ren) is(are) assigned to this year just underway
20. Group (A, B, C, or D) your family has been assigned to
21. School principals
22. Policies of school board on how tax money is used
23. Amount of taxes paid to the school district
24. Information received from school officials
25. The Valley View 45-15 Plan
26. Other

Typical Questions Asked by Families About the 45-15 Plan

1. Can we change the group we are assigned to? If so, what is the procedure.

2. Why must some students be assigned to schools not nearest to their homes?

3. What happens if children go on vacations with their families when they should be in school?

4. When will the air conditioning be brought to a state of satisfaction?

5. Will teaching for twelve months a year be tiring for the teachers?

6. Will the children be taught the same materials as during the traditional year?

7. How much will the children learn?

8. How much money will be saved for the district on one year?

9. What will happen to children when they move to another district or enter high school?

10. What are we to do during each of the fifteen-day vacations?

CHECK LIST OF PRIORITY CONCERNS

The Valley View 45-15 Plan will soon go into operation. Many kinds of changes could happen. However, it will not be possible to find out about every possible change. Time and resources will be too limited.

Below are listed many kinds of information that could be collected about changes. Please go through the list and circle each item that you believe is essential information to collect--so essential that some local district funds ought to be used to obtain the information, if no other way can be found to carry out the evaluation.

CHANGES IN:

1. Number, length, and types of vacations that families take each year.
2. Average salary paid to teachers and others for 180 days of employment as compared to other schools in the area.
3. Average number of days each teacher works during one calendar year.
4. Recreation and amusement programs in the community.
5. Absenteeism, truancy, and juvenile delinquency.
6. Behavior of teachers (e.g., irritableness, emotional outbursts, fairness, etc.), based on judgments of students.
7. Attitudes of students toward school, based on self-reports (e.g., questionnaires).
8. Costs of building maintenance and major repairs.
9. Community church programs.
10. Kinds of families moving into and out of the community.
11. Kinds of work and amount of time worked by mothers.
12. Cost per child for teachers and other personnel.
13. Loneliness felt by children during vacation periods.
14. Kinds and amounts of further training chosen by teachers and administrators.
15. Friends chosen by students.

16. Cost of school transportation and air conditioning.

17. What students do during vacation periods.

18. Summer-month attitudes of students and teachers, including amounts of absenteeism.

19. Industries attracted to the school district.

20. Attitudes of parents toward the schools, based on interviews.

21. Student achievement tests.

22. Changes in teacher characteristics, such as sex, age, and background.

23. Parent involvement in school activities.

24. Teacher demands as expressed in teacher-school board negotiations.

25. Costs of building construction.

26. New instructional techniques used by teachers.

27. Trust of parents in the work of the teachers.

28. Career interests of students.

29. Willingness of taxpayers to provide financial support to the schools.

30. Cost of total program (per student) as compared to state-wide figures for various kinds of districts.

31. Size of classes, and variations in size.

32. Characteristics of the school administrators and school board members (length of service, sex, occupation, etc.).

33. Costs of teacher substitutes, classroom aides, and other supportive personnel services.

34. Student-teacher-parent conferences.

35. Student sensitivity to future social problems (e.g., pollution, population explosion, etc.) and commitment to solve them.

36. Costs of instructional materials and equipment.

37. Friendships among children and among families.

38. Use of cumulative folders and other information on students by teachers and others.

39. Achievement test scores by drop-out-prone and highly gifted children.

40. Homework done by students.

41. Tasks assumed by children in the home.

42. Student creativeness in solving problems.

43. Student social maturity.

44. Jobs and earnings of teachers outside of their teaching job in the district.

45. Personnel policies in the district.

46. Perceptions of the district by the state education department, universities, and other school districts.

47. Student make-up of classes (sex, age, test scores, etc.).

48. Teacher effectiveness based on outside observers.

49. Trust between teachers and students.

50. Trust between teachers and administrators.

51. Patterns of friendship among the teachers.

52. Actual functions performed by teachers and administrators.

53. Kinds of criticisms that taxpayers without children make of the school district.

54. Kinds of criticisms that parents make of the school district.

ARE THERE OTHER KINDS OF INFORMATION YOU THINK IMPORTANT TO COLLECT?

FEEDBACK ON INTERVIEWERS

Summer, 1970

Dear Parent and/or Taxpayer:

Thank you most sincerely for helping out with our interview survey. You are providing a very valuable service to the school district.

You can help us even further by evaluating the effectiveness of our interviewer. If he is making any mistakes, you can help him correct them. If he is doing a fine job, then he will be happy to hear that too.

A self-addressed, stamped envelope is provided for your convenience.

Sincerely,

William M. Rogge
Project Director
Evaluation of the 45-15 Plan

Enclosure

July ____, 1970

Dear Professor Rogge:

We were interviewed by Mr. _____.
Here is our rating of his work:

1. Was he on time with his appointment? _____

2. Did he answer all of your questions? _____
If not, what did he fail to answer?

_____

_____

3. Was he friendly and polite? _____

4. Did he say or do anything that made you uncomfortable?

_____

_____

5. Do you trust him? _____

6. Did he ask any questions that you thought inappropriate?

_____

7. Are there any questions he should have asked but did not?

_____

8. Would you like to have him at your next interview session (which probably will be early in 1971)? _____

9. Comments: _____

_____

_____

_____

_____

PUPIL CHECKLIST

Give each statement a number from "1" to "5", according to the table below:

	Statement
1	Always true, happens all of the time.
2	Usually true.
3	True about half of the time.
4	Sometimes true.
5	Not true, I never have observed this happening or I never do this.

Item

1. _____ My teacher makes assignments that are clear and easy to understand.
2. _____ There is less noise in the school than last year.
3. _____ I do my assignments on time.
4. _____ I am late for class(es).
5. _____ I like this class.
6. _____ My teacher wants me to do too much work.
7. _____ My teacher makes the class work exciting.
8. _____ My teacher picks on certain students in the classroom.
9. _____ My teacher is "crabby."
10. _____ Two or three teachers work together in this classroom.
11. _____ My teacher criticizes (complains about) the 45-15 Plan.
12. _____ My teacher asks me what I think about the 45-15 Plan.
13. _____ I make higher test scores or grades than anybody else in this class.
14. _____ I talk more than anybody else in this class.
15. _____ I have more trouble with my assignments than anybody else in this class.
16. _____ I say good things about the 45-15 Plan.
17. _____ I feel unhappy when in school.
18. _____ I wish I were in another vacation track.

APPENDIX B

A Suggested "Plan of Action" for School Districts Embarking on a 45-15 Plan

Any school district contemplating a year-round operation will have many problems to solve. However, the problems can be more easily solved with some good planning, including a considerable amount of simulation. Many possible alternates or options exist among some of the key features of the plan.

Problem #1: How is the neighborhood served by each school to be split into four tracks of nearly equal size.

Solution: If one does not yet exist, make a house-to-house survey of all the families, obtaining sex and age of each school age child. Make arbitrary dividing lines (either along streets or alleys) and see what the results will be. If the information is put into a computer, then more alternate solutions can be generated quickly.

Here is a very simple illustration involving two grade levels and theoretical 5 pupil classrooms. How could the split be made to get the best balance? (Assume each family lives adjacent to the two others above and below on the list.)

Family	Children By sex and age)	
A	F3	
B	M4	F3
C	F4	
D	M3	F3
E	F3	F4
F	M4	M4
G	F4	
H	M3	M3
I	F3	
K	M4	
L	F4	M4
M	M3	
N	F3	
O	M4	

If the split was made beginning with the first four on the list, the results would be:

	Track 1 A,B,C,D	2 E,F,G	3 H,I,K	4 L,M,N,O
F3	3	1	1	1
M3	1		2	1
Total 3	4	1	3	2
F4	1	2		1
M4	1	2	1	2
Total 4	2	4	1	3
	6	5	4	5

As can be seen, the balance is not very good. Of course, if the number per class, on the average, had gone up to 30, then change variations would tend to cancel out. However, could a better solution be obtained than above? Here is another combination.

	C,D,E	F,G,H	I,K,L,M	N,O,A,B
F3	2		1	3
M3	1	2	1	
F4	2	1	1	
M4		2	2	
	5	5	5	5

Every class has five pupils, and there are either 2 or 3 at each grade level. Note that the solution here was to combine grades 3 and 4 in order to get 5 pupil classrooms.

Another combination possible is to combine attendance tracks, a feasible possibility with or without combining grades. In fact, all 20 pupils in the sample could make up a 15-pupil classroom, with 5 students coming and another five leaving every 15 school days. The attendance pattern would appear thus.

	Families	Breakdown				Total
		F3	M3	F4	M4	
Period 1 (first 15 days)	C through M	3	4	4	4	15
Period 2 (16-30 days)	F→O, A & B	4	3	2	6	15
Period 3 (31-45 days)	I→O, A→E	6	2	3	4	15
Period 4 (46-60 days)	NO, A→H	5	3	3	4	15
Period 5 (cycle repeats)	C→M	3	4	4	4	15

This pattern shows some sharp differences in sex ratios (9 boys, 6 girls in Period 2, for example), but good for class size and grade level. Class size, of course, is the most important variable to be held as constant as possible.

If the school is large (at least 120 pupils per grade level) then the splitting of neighborhoods is much easier. Since four classes typically will be formed from 120-150 pupils, neither grade combination nor attendance track combination would be required. However, if the enrollment at a grade level is much below 120, then one or more of these solutions must be adapted.

1. Group attendance tracks.
2. Group grade levels.
3. Narrow the grades attending two adjacent schools. Thus, School A might be K-3, School B would be 4-6.

Obviously, if individualized instruction is seriously proposed as the chief method of working with pupils, then grouping by track or across grades would be easily accomplished. It is this feature of the 45-15 Plan that pushes a school toward team teaching and individualized instruction.

Here is another illustration of the typical student scheduling problems that will be faced.

		Number of Children Now Attending						
	Capacity	K	1	2	3	4	5	6
School A* (27 rooms)	800	150	140	130	120	110	100	90
School B* (18 rooms)	550	90	90	90	90	90	90	90
School C* (12 rooms)	350	60	60	60	60	60	60	60
	1700	300	290	280	270	260	250	240

*Schools adjacent to each other in a triangular layout.

Question: How can the schools be scheduled so that there are 30 pupils (+ 5) per classroom? Note that each school is over capacity (A = 840, B = 630, C = 420) Remember, the pupils must be split into four groups, each with a different attendance pattern. Should boundary lines be changed; should certain grades be concentrated in one school or another; should tracks or grades or both be combined, or what?

The total capacity of the three schools together is 1700, but 1890 students are enrolled, or with split Kindergarten, 1740 at one time. Going on the 45-15 Plan would increase the capacity by one third, thereby making it about 2266, with space left over for increased enrollment (2266 - 1740 = 526). The extra space makes possible more flexibility in putting together various solutions: One possible solution would be to close School C for a year or longer. The capacity of A and B together is increased to 1797, about 100 above the three together on a traditional school year. The space is still short, however, if an ideal size of 30 is presumed. Hence, some other solutions would be required. Under existing conditions class size must vary considerably. Thus, School C, built for two classrooms per grade level has had to pick up kindergarten. Assuming it had two shifts per day, one additional classroom would be needed. Where would the space come from? Perhaps a library would be taken over, if there was one. Perhaps one grade is placed on double sessions, or shifted to another school. School B has similar problems. One additional possibility would be to consolidate three classes of one grade into two with 45 to a class.

School A seems to have no choice but to go on double sessions or raise class size up to 40 or more. However, the 45-15 Plan would avoid all of these dilemmas though creating others. It is important to note that large class sizes would not be necessary as one horn of the dilemma. In effect, the 45-15 Plan would raise the number of classrooms from 57 to 76. No matter how complicated the scheduling, that increase makes it worthwhile. Here is one solution. Dozens of others are possible.

School A

K = 2 half day sessions, using two classrooms. Pupils in different attendance tracks would be combined. Hire two full time teachers (240 days per year)

1,2,3 = Use 3 classrooms for each grade level. Hire four teachers for each grade, or a total of 12. Have each teacher on vacation at the same time as her pupils. Each works under a 180 day contract. Class size would vary from 30 to 35. Teachers would have to move to a new classroom after 45 school days.

4 = Give to a team of three teachers using 3 classrooms, working 240 day contracts.

5 & 6 = Give to a team of five teachers, working 240 day contracts, using 5 classrooms. Combine tracks.

Total classrooms used: 19 Unused: 8

School B

K = Have 60 come in morning, 30 in the afternoon. As one fourth would always be on vacation, class size would be about 24.

1-6 = Enlarge grades 2, 4, and 6 with slow learners from the grade above and fast learners from the grade below, so that enrollment would show

1 = 60	4 = 120
2 = 120	5 = 60
3 = 60	6 = 120

At grades 2, 4, and 6, divide into 4 attendance tracks and employ 4 teachers at each level on 180 day contracts. At grades 1, 3, and 5, combine two attendance tracks, using two teachers at each level with 240 day contracts.

Total classrooms used: 16½ Unused: 1½

School C

K = One teacher working 240 days; attendance tracks mixed.

1-6 = Form primary and intermediate teams, mixing tracks and grade levels. Each team would have 5 teachers on 240 day contracts. (It could be done with 4 if a ratio of 34 to 1 were acceptable.)

Total classrooms used: 11 Unused: 1

Problem #2: How is the community to be won over in support of the 45-15 Plan?

Solution: There is nothing in the history of year-round compulsory school operations that gives real hope on selling a community on a year-round plan unless there is a great need for space. In that case, the 45-15 Plan can be presented as a reasonable and feasible alternative to double sessions (the most typical solution for crowded space) to 40 or more pupils in a class, or to temporary classrooms. However, the positive features of the Plan must be stressed, not just the negative aspects of double sessions, large classes or temporary classrooms. The positive features are:

1. Vacations are spread throughout the year.
2. Less building costs are required (if the alternative is building more buildings).
3. Year-long contracts makes it possible to keep good professionals.
4. Impetus is provided to adopt team teaching and individualizes instruction.
5. Taxpayers are more willing to support a school district that shows concern for the tax dollar.

The actual presentation of the plan, of course, must be handled like any good political campaign or getting a bond referendum passed.

Problem #3: How should staff be scheduled.

Solution: The biggest obstacle to a solution is an attitude or a set that teachers must work 9 months and that they use the summers to do college course work. Instead the problem should be to fill 240 days of instruction in any combination of contracts possible. One way to win teacher support is to let them indicate what kind of a contract they desire. In most cases, their desires can be met. Very few restrictions need exist. To obtain full teacher retirement benefits, state regulations may require a minimum of 180 days of instruction. If teachers want 2 week vacations, then these will need to be coordinated with other vacations within the school.

Problem #4: How much extra work is there in scheduling transportation if the scheduling must be changed every 3 weeks?

Solution: The solution will take more time, but is is no more difficult than with the traditional school year. More time is needed because four bus routes will be required, one for each combination of attendance tracks in school. But these need only be worked out once because after 60 days, the whole cycle will be repeated. Computer programs are available to assist in this problem. They are not designed so much to save time as to develop the most economical routes. Ordinarily, the savings will be enough to pay for the computer services in a relatively short period of time.

Problem #5: How much inservice training and other services will be required to make the necessary curriculum changes?

Answer: Very little training will be required if most of the pupil scheduling does not mix attendance groups or grade levels. However, if either occur, then there will be a need for more individualized instruction. That requires teacher preparation. The solution is a lot easier if team teaching is also involved. Much greater flexibility is possible in daily activities. In turn, team teaching works best through "informal" or open classroom layouts. Consequently, most schools would best consider any planning for the 45-15 Plan also as an opportunity for improving instruction. The two kinds of planning should be done together. However, the 45-15 Planning can be accomplished quickly; teacher training will have to continue right through the transition indefinitely.

Problem #6: What changes in the law or state code will be required?

Solution: Most states will need to change some laws, or already have done so. The 45-15 Plan should be presented to the chief state school officer for legal opinions. From that, the necessary changes in state law can be drafted and presented as new legislation. The mood of legislators and taxpayers will make the passage of such new legislation relatively easy. Obviously, some sophistication in legislative process is required by those seeking the changes.

Problem #7: What about all of the other questions not raised so far; what is their solution?

Solution: No other problems remain that cannot be easily solved by the administration, if there is commitment to make the 45-15 Plan work. Consider some typical problems and solutions that will arise and be solved. Principals can be employed for 12 months, with time

off if they desire it. Non-certificated personnel also can be put on 12 month employment. Buildings can be repaired during the 120 days that school is not in session, or worked on just as hospitals are, which operate 365 days a year! Students can be promoted whenever 180 days of instruction are completed or all on the same day of the year. Standardized achievement testing can be done at anytime of the year judged most useful. Students moving into the district and behind in days of attendance can catch up during the vacation periods of their attendance track.

In summary, a study group of teachers and administrators can find the answers to all of the hundreds of questions that will arise. It would be fun and exciting to do so.

APPENDIX C

Data Used in Some Parts of Study

The data used in the study has not been reproduced here. Summaries of the data can be obtained free of charge by writing to the Department of Research & Development, Valley View District #365, Romeoville, Illinois 60441. Arrangements for the actual data used in the study can also be worked out when persons or agencies would desire to make more detail studies or to compare the data with similar data.